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BOOK NOTES

Human nature and its remaking. By WILLIAM ERNEST HOCKING. New Haven, Yale University Press, 1918. 434 p.

The author says his work is that of the quarryman with his blasting powder, rather than that of the sculptor with his chisel. We are only now beginning to learn the technique of dealing with the old problem of human nature, and with larger masses. Part I is devoted to orientation, an art peculiar to man, the emergence of problems, the possibility of changing human nature, what changes are desirable, liberation versus discipline. Part II is the natural man, the elements of human nature, the range of reason, survey of the human equipment, central instincts, the will, and the writer even dares to append a note on Freud. Part III is conscience, the interest in justice, its relations to general will and instinct, current fallacies regarding sin, which is blindness and untruth, why men sin, sin as a status. Part IV is experience, the agencies of remaking tasks and methods of experience, the dialectics of pugnacity. Part V is society, social modelling, main distinctions of social modelling, ideals and their recommenders, laws and the state, institutions and change, education, the right of punishment. Part VI, art and religion, the voice of God, public and private order, society and beyond society, the world of rebirth, the sacred law, art and human nature, religion *per se*. Part VII is Christianity, what it requires, its relations to pugnacity, sex love, ambition, its crux, the theory of participation, the divine aggression, the last fact.

This book makes a peculiar impression upon the thoughtful reader. The author has grasped the great idea that is coming home to cultivated men in so many fields of life now, that the chief study of mankind is man, and that we must not lose ourselves in specializations that obscure the larger meanings of life or destroy perspective and make larger orientation impossible. On the other hand, the enormous field the writer attempts to cover in these pages is simply appalling and shows that the author's attitude is essentially pedagogic, even more than it is philosophical. Perhaps this kind of work is necessary for students, but to our thinking it is hardly scientific, in the new, higher sense that is supervening in this field; nor does it entirely escape the danger of leaving the student with a somewhat paralyzing sense of finality which must interfere with his further growth. There is some similarity between works like this and the tremendously comprehensive systems of philosophy, and perhaps ethics, that a couple of generations ago made the staple of academic teaching.

The new rationalism; the development of a constructive realism upon the basis of modern logic and science, and through the criticism of opposed philosophical systems. By EDWARD GLEASON SPAULDING. New York, Henry Holt & Co., 1918. 532 p.

While there are many ways of studying philosophy, the point of view and method here has been of too infrequent use. The author notes that at present there is far deeper interest in systematic than in the historical treatment of philosophy, although the latter method should always be present, if always subordinate. The result of a mainly historical method is that the student is perplexed by the multiplicity of systems which are disclosed. What he really ought to know

is what those postulates from which each philosophical system is logically derivable are, and also whether there is one body of principles common to all systems and logically pre-supposed by them. This latter is the author's view and he attempts to give such principles. Accordingly, he treats, in successive sections, the problem of the point of view, historical problems, methods, the latter subject being very fully treated. In Part II we have the causation philosophies, phenomenalism, subjective idealism, positivism, materialism, pragmatism. Then the substance philosophies follow, viz., those of objective idealism. Then follows a discussion of realism and the function philosophies, involving the hypotheses and principles of realism, its form as constructive and detailed. This work is a contribution of real value.

The exceptional child. By MAXIMILIAN P. E. GROSZMANN. New York, Charles Scribner's Sons, (c. 1917). 764 p.

This author has for many years been an eminent and successful worker in the field which this book represents, and his conclusions will be welcome and profitable to all those who are interested in the subject. He says his purpose is to give a perspective of the entire situation, and to suggest ways and means of coping with the problem in its various aspects. In Part I he treats the problem of the individual child, discussing education in general, then inefficiency, different civilization levels in modern society, classification and terminology, the normal and potentially normal child, the exceptionally bright child, psychopathic disorders and constitution, feeble-minded groups, treatment of delinquency, sex perversion and prostitution. Part II is devoted to the problem of clinical research and diagnosis, and he discusses here the differentiation of exceptional development of children, standardization, the Binet scale, the meaning of an educational clinic, schedule of tests. Part III concerns the problem of prevention, adjustment, organization; and here he treats the legal provisions, eugenic considerations, including marriage and heredity, home life and training, school problems, kindergarten period, general provisions for variations from type, provisions for exceptional children, sanatoria, and atypical children, and the training of teachers. In an appendix he treats of the city and her boys and gives us a medical symposium by many different writers.

Universal training for citizenship and public service. By WILLIAM H. ALLEN. New York, Macmillan Co., 1917. 281 p.

"Until-after-the-war" is a new word and a qualification for all our thinking and planning. All kinds of ideals will be realized after the war, and so the author discusses the new patriotism, its menace if unrestrained, the cost of unpreparedness, universal training for citizenship is possible, the essential minima, training for volunteer civic work, for drill-masters and teachers, for lectureships, for entrance into the civil service, for the professions, for a continuance in public and quasi-public service, specialized training in parenthood, the especially gifted. The future of American democracy is magnificent but it has its price and conditions as well as rewards. Each must prove his title clear to American citizenship by learning, liking and living the arts of public service.

Religious education and American democracy. By WALTER SCOTT ATHEARN. Boston, Pilgrim Press, (c. 1917). 394 p.

The present war will have been waged in vain if it hands democracy over to an ignorant and godless people. Intelligence and godliness

must become the common possession of the whole human race. Hence the author attempts to develop a constructive program of religious education for the American people, also to analyze existing organizations and agencies, to determine our present educational assets and liabilities; and third, to survey the available literature on the various problems involved in a nation-wide program of religious education. Interesting chapters are on the correlation of church and public schools; community system of religious education; the unification of educational agencies; the college and religious education; the graduate school.

An elementary handbook of logic. By JOHN J. TOOHEY. New York, Schwartz, Kirwin and Fauss (c 1918. 241 p.

This work being elementary, omits the subtler questions that frequently find an extended place in treatises on logic. It is not designed for private study but for the classroom and leaves detailed explanation of the various topics to the teacher. It has two distinctive features, (1), distinguishing between the act of inference and the process of inference, each being given a special chapter; and (2), the hypothesis of the distribution of the predicate has been abandoned.

Studies in the history of ideas. Edited by the Department of Philosophy of Columbia University. Vol. I. New York, Columbia University Press, 1918. 272 p.

This is volume one of the collection of studies in the history of philosophy, the present volume containing thirteen different papers, by as many different writers, e. g., M. T. McClure, Appearance and Reality in Greek Philosophy; W. T. Bush, An Impression of Greek Political Philosophy; John Dewey, Motivation of Hobbes' Political Philosophy; H. G. Lord, The Attempt of Hobbes to Base Ethics on Psychology; and F. J. E. Woodbridge, Berkeley's Realism.

Proceedings of the American Society for Psychical Research. Vol. XII, June, 1918. New York, American Soc. for Psychical Research, 1918. 735 p.

This volume is entirely devoted to the Smeade case by James H. Hyslop, Ph. D. The first part is a general summary, ending at page 175, while the rest of the work consists of appendices.

What men live by, and other tales. By LEO TOLSTOI. Translated by L. and A. Maude. Boston, Stratford Co., 1918. 66 p.

AMERICAN JOURNAL OF PHYSICAL ANTHROPOLOGY

Dr. Ales Hrdlicka, with a distinguished list of associate editors, has founded and issued two numbers of a new journal, the American Journal of Physical Anthropology. It was a bold enterprise to inaugurate such a journal in these war times, when all editors of scientific periodicals are finding their subscription lists reduced and prices of publication increased. There was, however, not only ample room but real need for such a journal, and not only psychologists, physicians and educators, but all students of and workers on the raw material of human nature will welcome this journal, especially if it can maintain itself on the high level which the first two numbers take, as its board of editors leave no doubt will be the case.